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ABSTRACT

This teacher's guide is designed to provide information and activities on the Chinese New Year and on aspects of the culture and heritage of the Chinese-American. Background material is given on the history of Chinese immigration to America, the lunar calendar, the Chinese cycle of years, the Chinese zodiac, the philosophical concept of yin and yang, and Chinese New Year festival customs. Examples of calligraphy with English translations are given as well as writing samples comparing English and Chinese writing styles. Equipment needed for a lion or dragon dance is described along with directions for three methods of making the dragons. Two brief science units provide activities related to the discovery of silk and the invention of paper. Instructions for making "flowers of prosperity" and recipes for "gow chung go" (nine-layer pudding) and "jien duy" are also given. In addition to activities for fostering awareness and understanding of Chinese-American's perceptions and feelings, a role playing activity to demonstrate the problems of the second-generation Chinese-American is described. This guide also contains a list of children's books on China in the categories of history and geography, fiction and nonfiction, and folktales; a list of San Francisco Bay Area (California) resources on the Chinese; and information about 14 field trips and tours in the San Francisco Bay Area. (EM)

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A TEACHER'S ACTIVITIES GUIDE FOR CHINESE NEW YEAR — GUNG HEI FAT CHOY

1977 - YEAR OF THE SERPENT - 4675

Do you know what Gung Hei Fat Choy means? Translated from the Cantonese dialect, it means "Good Fortune for the New Year."

This Teacher's Activities Guide is designed to help you to plan activities for the Chinese New Year and to be shared with all your students. This year it begins on Friday, February 18, and will be highlighted by parades in the various Chinese settlements all across the United States through Saturday, March 5, 1977. The Chinese Chamber of Commerce announces that the parade for the Chinese New Year is March 5 in San Francisco, Chinatown District.

Since the entire Greater Bay Area provides us with a rich composition of cultures, it is appropriate to take time to learn something about this holiday and, further, to become acquainted with some aspects of Chinese history and culture and its contributions to America's heritage.

It is hoped that you will supplement the regular teaching activities by using some of the activities for your class level. Staff, students, and community participation in this event will lead to a greater understanding of the culture and will certainly result in a real Gung Hei Fat Choy — good fortune, good will, and peace on earth.

The Chinese New Year's Festival is an event which offers opportunity for entertainment and enlightenment. The cultural, economic, religious and even the social aspects of this celebration have been recognized by literature.

It is the purpose of this Guide to help recall some of the past traditions and customs of the Chinese New Year and to explain the meanings as they have been reflected as an ethnic group's (Chinese American) approach to living in this American society.

It is the hope to stimulate your students'

- — awareness of the culture and heritage of the Chinese American.
- — awareness of some of the needs and problems created by assimilation into the American culture.
- — awareness of life style based upon the level of each generation.
- — understanding of the contributions of this group and all other ethnic groups.

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Remember, it is personal commitment and effort that will influence change in attitudes for pupils. The Chinese-American is a component in the composition of America. They have the right to their cultural identity, as all Americans should have the opportunity to learn, compare and contrast each and every ethnic group's heritage which adds to the beauty of America's diversity.

Historical Background

The discovery of gold in California in 1849 enticed a large number of Chinese to come across the Pacific Ocean in search for the wealth to be found. The economic conditions in China in the middle of the nineteenth century were in turmoil. With the influence of the Industrial Revolution, Europe and the rest of the Western Hemisphere were also in search for markets around the world to help distribute their products. The lure of China's riches attracted Spain, Portugal, England, Holland, France, Germany, Sweden and Denmark to her shores. They all came to China's land to establish settlements and trading posts.

With the increase of foreign powers draining of the Chinese economy, the Manchu Dynasty developed "a closed door" policy for trade to protect their own people. There was one exception and that was the Port of Canton. However, foreign financiers and traders responded angrily to restrictions placed on them. They decided to resist and fought the Chinese and won what was called the Opium War. With China's defeat, there were political, social and economic factors that caused many Chinese to leave for America.

The result of the "open door" policy to trade, caused a breakdown of Chinese governmental power. National agricultural yields declined due to a series of natural calamities, floods and drought. Large quantities of opium were bought by the Chinese and used as a means of escape from their misery and poverty. Silver was used as a medium of exchange. This then produced an increase in the silver export and led to a serious inflation. All of this caused great hardships for the Chinese people, since they used silver to pay their taxes and other levies.

Until the year 1849, there were less than 54 Chinese in the United States. However, with the discovery of gold, the immigration records of the time show that in January 1850, there was an increase to 787 men and two women. It is these Chinese that imparted to the United States the customs and the traditions of the Lunar New Year.

Vocabulary and Questions for Study

1. Under what circumstances did large numbers of Chinese sojourners come to California?

2. What is the difference between an immigrant and a sojourner?

Vocabulary and Questions for Study (Continued)

Check answers with these:

1. a. Economic conditions in China during the mid-1800's were declining
   b. Political chaos
   c. Low agricultural productions
   d. General poverty for the Chinese people

2. a. Sojourner — A person who stays temporarily and then returns to his native land.
   b. Immigrant — A person who migrates to a country for a permanent residence.

The Lunar Calendar

Chinese New Year is computed on a lunar (moon) calendar. The lunar year has 354 days and 12 lunar months, about half of the months have 30 days and the other half 29. To make the months correspond with the months of the planets, a 13th month is inserted every two or three years, and two months are added every five years. The New Year begins on the 20th day of the first moon and may fall anywhere from January 21 to February 18, inclusive. The exact date of the New Year's celebration is now announced publicly in the newspapers.

Religious Influences

The Chinese religion influenced the composition of the calendar. Unlike Western society's religion, where every member belongs to a certain sect, every sect being distinguished by its particular doctrine, religion in China was woven into the broad fabric of family and social life that is combined with the doctrines of Buddhism, Confucianism, and Taoism into a working philosophy in thought and practice.

Chinese philosophy viewed the world as being naturalistic. It had three features:

1) Cyclical processes, such as, day followed by night
2) The process of growth and decline
3) The two parts of nature: Yin and Yang

These features were expressed through the concept of Yin and Yang. Nature was seen to operate in pairs, day and night, man and woman, heat and cold, spring and fall, in a ceaseless flow of change.

The Chinese New Year was the advent of Yang (symbol of spring) overcoming Yin (symbol of winter). The quality of the material things in life produced by the Yang and Yin was influenced by the elements of water, fire, wood, metal and earth functioning in a continuous cycle.

This is the Yin/Yang sign. It means as a symbol, "Harmony of Opposites".

See how many opportunities you can name and write on opposite sides of the sign.
Think what it would be like if there were only one.
Why do you think we do have both?
Why do the Chinese call it "Harmony of Opposites"?

Chinese Cycle of Years

Twelve animals comprise the symbolic cycle of the Chinese Lunar Calendar. They are shown here with the cycle of years of the Lunar Calendar and the corresponding Western Calendar year.

Western Calendar	Symbolic Chinese	Animals' English	Lunar Calendar
1971	豬	Boar	4669
1972	鼠	Rat	4670
1973	牛	Ox	4671
1974	虎	Tiger	4672
1975	兔	Hare	4673
1976	龍	Dragon	4674
1977	蛇	Serpent	4675
1978	馬	Horse	4676
1979	羊	Ram	4677
1980	猴	Monkey	4678
1981	雞	Rooster	4679
1982	犬	Dog	4680

This is the Zodiac of Chinese years, numbering twelve years to each cycle. Each person has an animal related to the year of his birth. Symbolically to the Chinese, the person will bear the characteristics of this animal. On this Chinese calendar chart with its matching western calendar (for example: 1968 = Chinese year 4666) a person born in 1968 is influenced by a monkey. To find your year, if you were born in 1960, adding 12 would give you 1972, the year of the rat. Do you think you have any characteristics of the animal of your year?

Perhaps you and other members of your class would like to make a large diagram of the Chinese Zodiac. Each of you might select one of the twelve animals (if you each took the animal of your year, they would probably all be the same) to draw. Then they could all be combined into a large circle with the Yin/Yang symbol in the center.*

*Courtesy of EPOCH, Berkeley Unified School District.

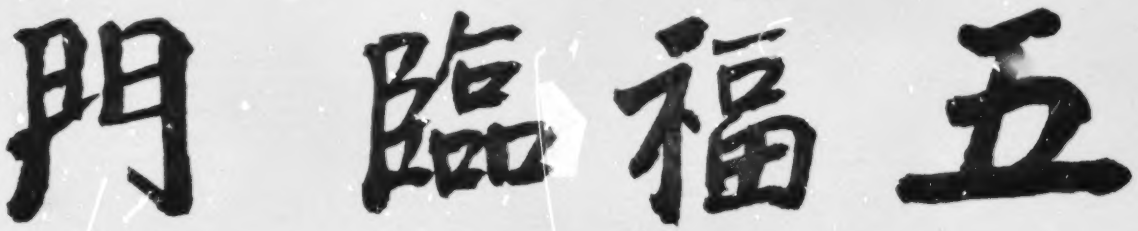
The animal cycle and element cycle combined together predict the kind of year to come.

The good characteristics of each animal are looked upon to predict the future of the year. For example: In 1977, it will be the year of the Serpent. The Serpent is a creature that is conservative and highly intelligent. The year then will be conservative and exciting.

Family and Community Activity

The color of the season is red. It is customary to welcome in the New Year with this color on doorways, food and decorations. Blossoms of the spring, representing the Yang, decorate the doors and entrances of buildings and homes. These blossoms are often called the "Flowers of Prosperity." Red paper greets the New Year with inscriptions such as, "May wealth and glory become complete," "Wealth, high rank and good salary," and/or "May we receive the hundred blessings of heaven." The calligraphic inscription wishes you a blessing, much to eat, long life, health and peace (See calligraphy below). Yang, the power of light, won the victory over Yin, the power of darkness. Spring has finally come.

Moon Lum Fook Ng



Another custom of the New Year is the Dragon and the Lion Dance accompanied by the sounds of firecrackers and drum beats.

The dragon and lion are demon dispellers and symbolize the Yang force meaning good. Noisemakers, such as the drum, gong, symbols, firecrackers are for the purpose of inhibiting the Yin forces, which are considered bad.

The dragon or lion is stored at the family association or fraternal halls. Each year, young men are trained to portray the agile, quick-footed and graceful lion and dragon. They must pretend they are waking from a year's hibernation. As the gongs and other noisemakers sound, and firecrackers blister about him, he stirs from his home and moves out to wish the people, their families and businesses a happy and prosperous New Year. With his performance, a task of collecting money for charitable institutions and annual dues to the associations, is completed by the dangling from a convenient window or a fire escape, a string having on it lettuce, tangerines, and money. The lion or dragon dances in front of his bait, swallows it and bows three times to acknowledge the gift made to him. Several years ago, a Broadway Musical, "The Flower Drum Song" depicted the process in the San Francisco Chinese Community.

The family tradition dictates that friends and relatives must be visited. Callers bring li-se for the children and a large bag of oranges and tangerines. (Li-se is a gift of money in red envelopes.) Again, the color of red is emphasized in the li-se, oranges and tangerines meaning welcome to the New Year and the wish for good luck. In return, the hostess offers tea, homemade Chinese New Year pastries and melon seeds. (The melon seeds - a symbol of a wish for children.)

Upon leaving, custom prescribed as part of etiquette, a brief argument, where the hostess insists that the caller take back some of the gifts — and after a few minutes the visitor takes some back before leaving.

The family tradition is led by the female of the household. The housewife has numerous preparations before the beginning of the New Year. Cleaning the house symbolizes sweeping out the evil. In preparing the New Year's Eve menu, all food has to be cut and sliced before midnight of the New Year Eve. Use of the knife is prohibited on New Year's Day "lest is should cut the luck."

Bakery goods consisting of New Year's cake, a dark brown, sweet pastry, three inches thick and about eight to fifteen inches in diameter, made of rice, flour, brown sugar, peanuts and dates, sprinkled with sesame seeds on top, is a standard appetizer offered during this time. The Chinese name for this pastry is called "go" — meaning high — so, the gift of cake means to wish you much luck.

Sweetmeats, made of fired balls of dough stuffed with melon and coconut, are cooked to tell the fortune. If the sweetmeats turn out to be round and fluffy, the year will be a lucky one; whereas, a poor batch symbolizes misfortune.

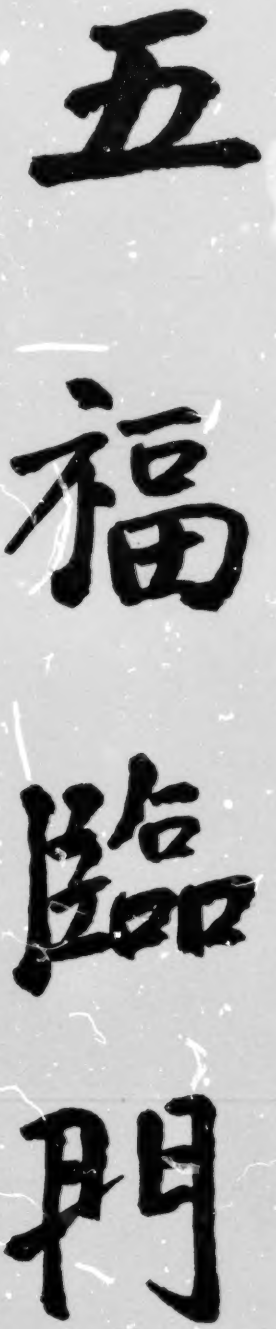
Chicken, called gai in Chinese, is offered also. Gai,in certain parts of China, means to bind. The purpose of this dish is to pray that the family will remain united throughout life.

The kitchen god, Joe Kuan, is worshipped in a make-shift altar in the home and takes on special significance during the holiday. Legend says that this god has to be bribed by the head of the household by smearing honey over the god's lips, so that his report of the family's conduct may be sweet. If it is thought that the god talks too much, his lips are sealed at the beginning of the New Year. Shortly after the advent of the holiday, his return to being a functioning god is greeted by displays of delicious foods and the rapid fire tat-tat-tat of the firecrackers.

Before the breaking of dawn on the New Year, all debts are to be settled. This is to insure the saving of face for the borrower and to bring good fortune to him and his family during the coming year.

Trace the calligraphy
with ink and brush.

Read top to bottom.



NG

FOOK

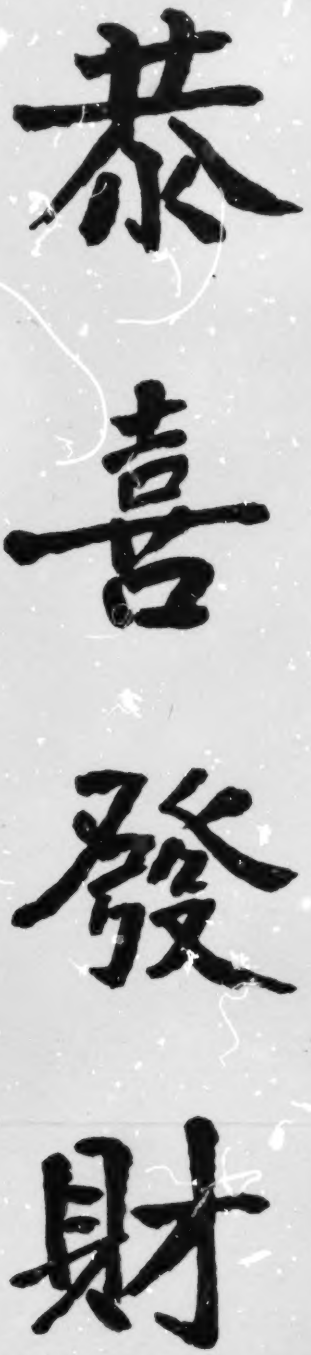
LUM

MOOI

Translation:

May you and your
family receive
the five blessings
of luck, food to
eat, long life,
health and
peace.

Trace the calligraphy
with ink and brush.
Read from top to bottom.



GUNG

HEI

FAT

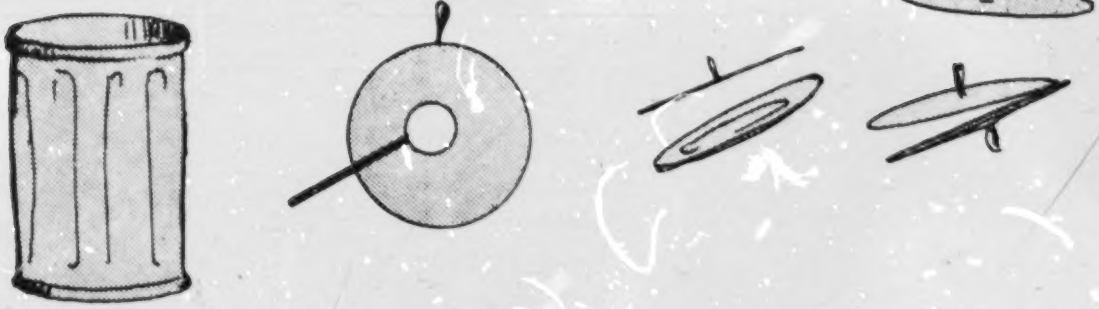
CHOY

Translation:

Good fortune
to you for the
New Year.

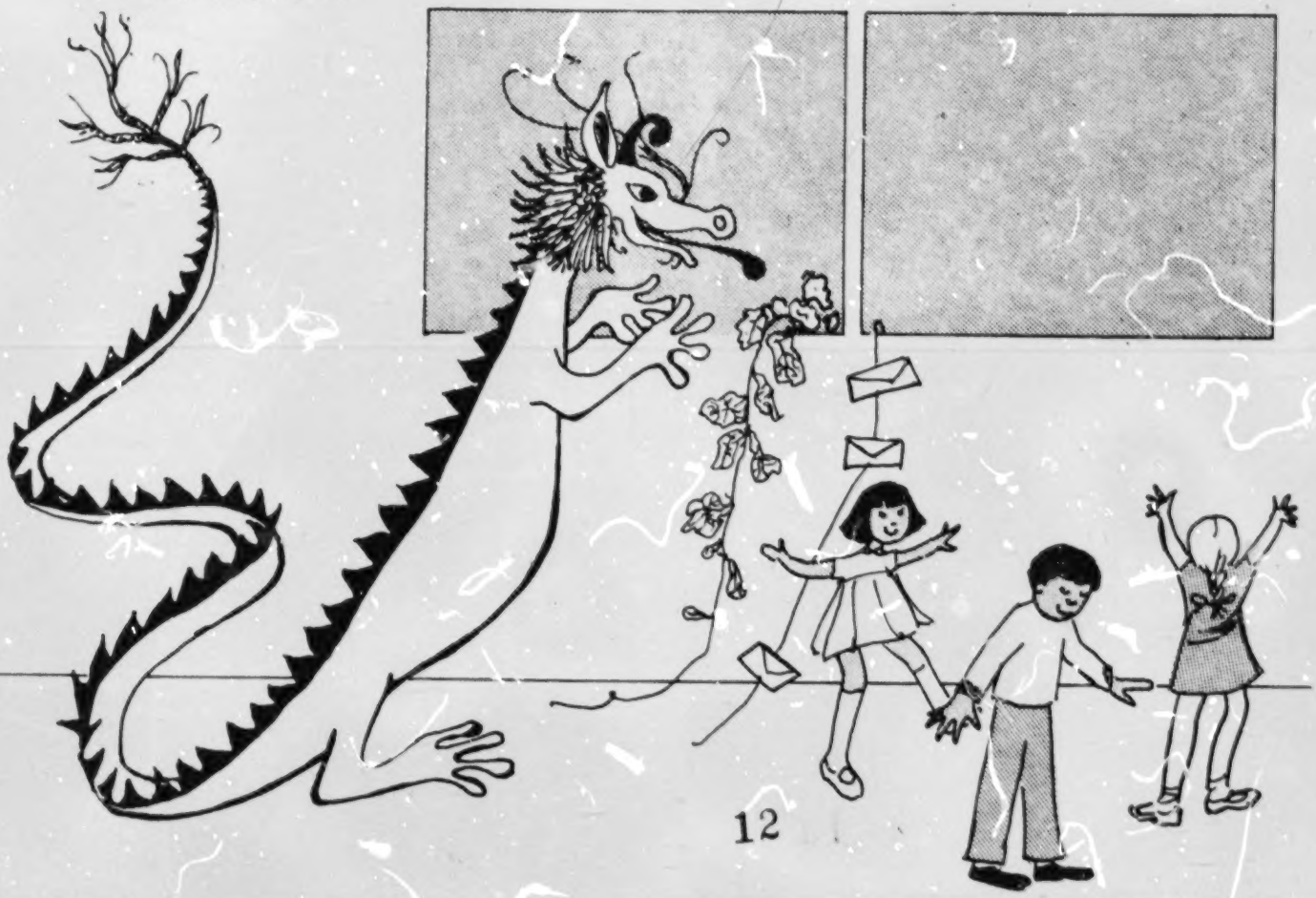
Equipment needed for Lion or Dragon Dance

1. Large drum or empty garbage can
2. Metal gong
3. Two or three sets of cymbols



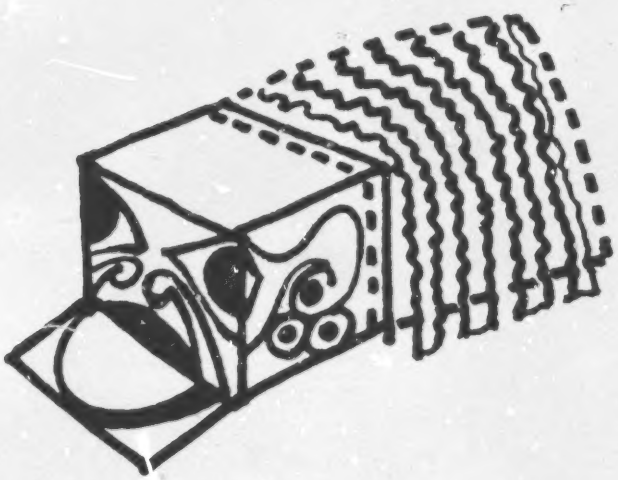
Let children improvise rhythms to imitate the waking of the dragon from his winter's nap, his activity, and his rest.

Hang lettuce leaves and red envelopes with coins in it on a string from a school window. Let dragon dancers collect money for a class charity project.



Method 2

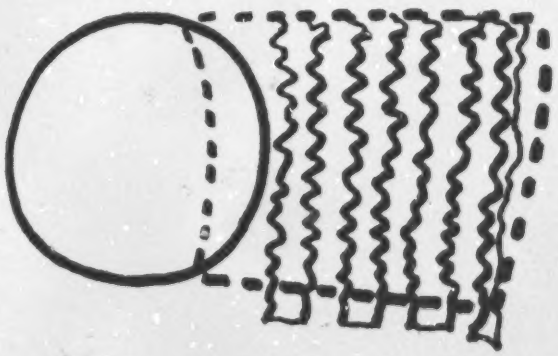
Materials needed - 1 large cardboard box; paint in bright colors and brown paper



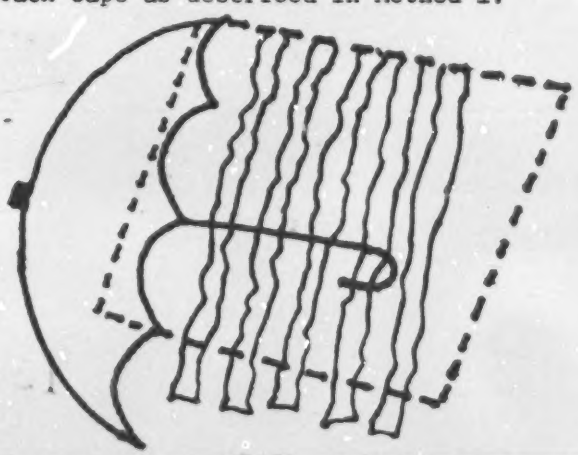
Attach strips to flaps of box to form mouth and jaw. Paint face or glue paper to make facial features. Attach cape as described in Method 1.

Method 3

Materials - Large balloon or umbrella; paper mache strips and paste; paint



Use large balloon or umbrella to form sphere for head. Paste paper mache strips to form features of the face. Dry. Paint in details. Attach cape as described in Method 1.



Meaning:

The dragon is a symbol of strength. He is the demon dispeller who helps get rid of the evil forces.

There are various methods to make the dragon.

Method 1

Materials needed

1. Chicken wire for head
2. Color tissue papers in yellow, green, orange and blue.
3. Dark felt pen.
4. Colorful crepe paper streamers.
5. Length of brown wrapping paper.

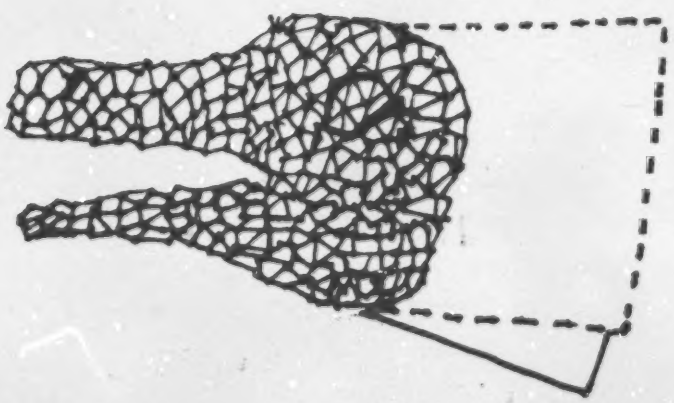
Directions:

Use chicken wire to form round head, nose and mouth.

Outline features of the head on the chicken wire with the felt pen.

Cut 4" x 4" color tissue paper and stuff it into the chicken wire holes.

For the body use large sheets of tissue paper of different colors and glue on to brown wrapping paper to form cape body or attach enough long streamers for each pupil to participate in the dance.



Many immigrant children attend Chinese school to continue their Chinese education. The Chinese language is quite different from the American language so the children have a very difficult time adjusting. To help the children understand why it is so hard for the immigrant child to learn English, show the differences by studying the way the Chinese do their writing. Use Wiese's <u>You Can Write Chinese</u>

a. The Chinese write their last name first. They have three names.

Last Name

Henry Lee

American Name

Chinese Name

b. They write their words staring from the top and ending at the bottom.

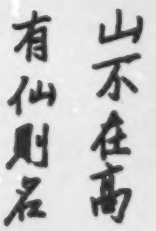
The Dragon Mountain

American Writing Style

Chinese Writing Style

c. They write from right to left.

The hill need not be high but, because there are fairies it has become famous.

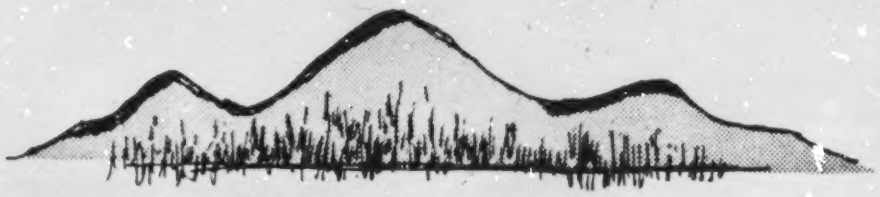


American Writing Style

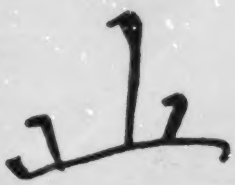
Chinese Writing Style

d. Compare differences in writing.

There is no alphabet in the Chinese language. Each word has to be memorized by rote. Some words are based pictorially and are monosyllabic.



Picture of a mountain



Character for Mountain

1 一

2 二

3 三

4 四

5 五

6 六

7 七

8 八

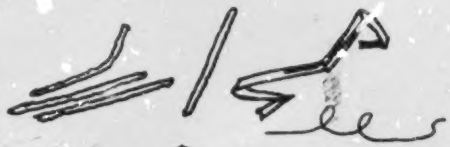
9 九

10 十

FLOWERS OF PROSPERITY

Meaning: Blossoms of spring, varying in different shades of red, represent the Yang forces overcoming the Yin.

A. Materials needed to make flowers



1. Flexible flower wire or pipe cleaners

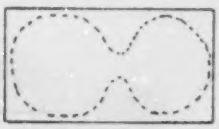
2. Red, orange and pink tissue paper. Use eight to ten thicknesses.

3. Scissors

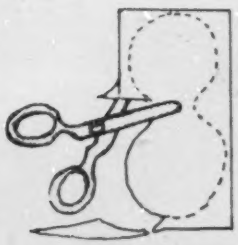
B. Cut paper into 4" x 6" rectangle

Fold paper in quarters.

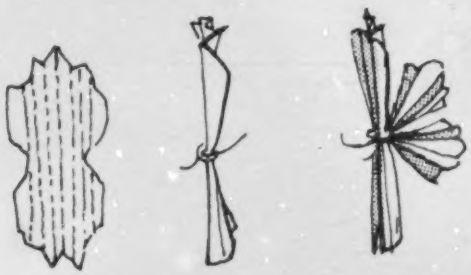
C. Make a figure eight outline



D. Trim paper



E. Fold up lengthwise, wrap the wire around the centers; carefully pull up the petals, one by one.



Unit I — Science — The Discovery of Silk

Concepts

1. Silk is one of the oldest products of China. It dates back to about 1300 B.C. It is possible that production of silk goes back earlier to prehistoric times.

2. The Chinese zealously guarded the methods of making silk. However, in the middle of the sixth century, some monks arrived in Constantinople announcing that silk was produced by caterpillars. Silkworm eggs were smuggled out of the country inside a bamboo cane. From these, millions of silkworms have since been grown in Europe.

3. In recent times, Japan had improved its method of large scale production and is now a top manufacturer of silk.

4. Some of the silk produced in China still retains the high qualities as those that were once produced.

Activities

1. Have the children bring in different kinds of cocoons. Compare the silk cocoon with the others. Ask what the differences and similarities are. Show pictures of the silkworm and the cocoon. Learn about the metamorphosis of insects.

2. Lightly twist the fibers of the silk from the silk cocoon. Show the fibers and the thread made from the silk cocoon. Pull them to show its strength. Show pictures of silk production. Read Cooper's Silkworms and Science.

3. Do paper weaving to show how silk is woven. Find out which material weighs more and which weighs less. Discuss which is suitable for warm weather and which is for cold weather. Find out by comparing the fibers of silk and wool under the microscope.

Unit I — Science — The Invention of Paper

Concepts

1. Chinese books were made of narrow vertical strips of bamboo in early times. When tied together, these formed one volume.

2. For writing small documents, strips of silk were used. These were more convenient, but too expensive to use.

3. The invention of paper dates back to 105 A.D. A man named Ts'ai Lun thought of using tree bark, hemp, rags and fish nets. These were soaked in water and glue or starch were added. Then, this mixture was pressed into very thin sheets.

Activities

1. Show different kinds of paper and different thicknesses.

2. Make simple rag paper. Cut old linen cloth into small pieces. Pull the pieces apart and make a pile of threads. Boil the thread in water for ten minutes. Add one-half glass of liquid starch. Pour it through a wire screen. Put the screen between two pieces of cloth and gently lift out the paper.

PERCEPTIONS OF THE CHINESE

Objectives and Attitudes

1. Developing positive relations between different ethnic groups.
2. Enabling other cultural groups an opportunity of becoming acquainted with Asian culture.
3. Recognition that all people have similarities and that we have essential traits which identify us.
4. Realizing that there are differences but there is beauty in the distinctiveness of each group and individual.
5. Assessing the perceptions of the students in their image and view of the Chinese and their culture.

Activities

1. To find out what your student's world view is, ask them to imagine that they are Martians landing on earth. Have them tell you what they see on their way down. List the things on the board or chart.

This world is round.

This world has water and land.

This world has dirt, rock and fire.

This world has plants.

This world has people.

This world has animals.

2. Have the children draw pictures of people from a country other than the United States. Have them tell you the name of the country and tell about the people they've drawn.

   Ask: What would you see if you visited China? Hong Kong? Taiwan? San Francisco Chinatown?

   At this point, do not comment on their answers. This is a good opportunity to measure their understandings. Later when you have presented more facts, have the children discover their own discrepancies.

3. To find out if any students have moved from one place to the next, ask:

   How many of you have moved?

   How long ago?

   How far did you move?

   How many of you have moved from another city?

   How did you feel? What problems did you have?

   Would a boy or girl from Hong Kong have the same problems as you did?

   What kinds of problems would they have?

4. Review the distance between Hong Kong and San Francisco.

   Show slides or pictures of an immigrant child. Include pictures from books of the place where they came from and the problems they face when they arrived in San Francisco.*

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*Adapted from San Francisco Unified School District, Ethnic Studies Workshop, 1969.

ACTIVITIES

Have the children investigate when and where their grandparents or great-grandparents came to America.

a. Use a map and show the different countries which had people coming to the United States.

b. Have the children compile the results of their research in individual illustrated booklets.

(1) Include a traced or outlined map of the country in which their grandparents came from.

(2) Put in pictures, photographs, or stories about their family and their relatives.

(3) Include drawings or samples of things their grandparents brought with them to America.

c. Make a mural illustrating the "family tree."

Use a large paper tree and put down names of the different countries on the branches. The students can write their names on the leaves and pin them where their parents or grandparents were from.

Note: If there are a number of Chinese Americans whose grandparents came from China before 1900, now is a good time to introduce a lesson on the immigration of the Chinese to California. Show filmstrips, slides, or pictures from books.*

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*Reference: A History of the Chinese in California by Thomas Chinn.

Passage to the Golden Gate: A History of the Chinese in America by Daniel Chu.

ROLE PLAYING ACTIVITIES

I. Story Problem - To demonstrate the problems of the second generation Chinese American.

Howard Wong came home very disturbed. Those two extra hours in Chinese school were interferring with his swimming practice and there was to be a swimming match next month. Howard finally found enough courage to ask his father if he would be allowed to drop Chinese school so that he would be able to practice swimming after American school. His father became very angry and told him that learning the Chinese language, history and literature was more important than swimming. He continued to say that learning about the land of his ancestor will be very useful in case Howard may choose to do business in Chinatown. Howard's heart sank. He didn't want to disagree with his father but he knew that swimming is just as important. He wondered how he could change his father's mind.

Ask: Could Howard find a way to convince his father?
What would you do?

The Family is Important - There is an overwhelming predominance of the family in the Chinese life. All of the children's behavior is geared to the family. To emphasize this point read story problems to the class and have them discover the underlying concept of the story. The stories are open-ended so that the children may offer alternative solutions to the problem.

These are examples of the kind of problems that Chinese children face. You can make up your own story problems so that it most closely resembles the norm for most of your children.

RECIPES

Gow Chung Go (Nine-Layer Pudding)

1 lb. pure rice flour
1/2 lb. brown sugar
1/2 cup white sugar
1/4 cup vegetable oil
1/4 cup snow white sesame seeds
4 cups water

Boil 2 cups water and add brown sugar. Boil syrup 5 minutes and then strain into clean bowl to cool. Pour pure rice flour into mixing bowl and when syrup is cool, add slowly to rice flour, stirring mixture constantly until well blended. Add 1 to 2 cups water slowly while stirring until a medium thin batter is achieved. Beat in vegetable oil and white sugar.

Prepare about 4 inches boiling water in large steamer. Grease deep pie dish (8 or 9 inches in diameter) generously with oil. When water in steamer is boiling, heat greased pan, beat batter smooth, pour 1/2 cup batter into pan (tip pan gently until batter covers entire surface evenly), cover steamer with lid, and steam first layer 4 minutes. Then stir up batter, pour another 1/2 cup evenly over first layer. Cover steamer with dried-off lid, and steam second and first layer another 3 to 4 minutes. Repeat process six times more. When it comes to the ninth layer, pour remaining batter upon eighth layer, fold dishcloth over mouth of steamer under lid to catch steam drippings, and steam entire pudding 10 to 15 minutes.

In the meanwhile, toast snow white sesame seeds over low fire until of light golden hue. When pudding is done, sprinkle toasted seeds evenly over surface. Press in lightly. Loosen pudding from sides of pan, turn out upon a board to cool, and then turn right side up on serving dish. Serve cold.

Another way of eating this pudding, which is even more delicious than eating it in its fresh state, is to wait until the pudding is at least one day old, slice it into pieces about 1/4 to 1/2 inch thick, covering each piece with batter of beaten eggs, a little cornstarch and sugar, and frying these dipped pieces in 1 inch of hot fat until batter acquires rich golden-brown hue. Serve hot.

Jien Duy

1/2 lb. glutinous rice powder (maw nuy fun)
1/2 cup brown sugar
1/2 lb. dow saah (black bean filling)
2/3 cups boiling water
1/2 cup snow white sesame seeds (kieh maah)

Dissolve the brown sugar in water and bring to a swift boil. Take sugar water off the fire and carefully stir into glutinous rice powder until a well-blended dough is formed. Roll dough into sausage about 1 inch in diameter, then cut off 1-inch sections (makes about 20). Roll each section into ball with palm of hands.

Roll the dow saah filling into sausage about 1/2 inch in diameter. Cut off sections 1/2 inch wide. Roll each piece into ball.

Take a ball of dough and flatten it in hand. Place ball of filling upon it and envelope filling with dough completely. Roll ball of filled dough until entire surface is covered. Gently press seeds into surface. Place ball gently into 3 inches of hot fat and fry at least 10 minutes until cooked through and until surface acquires attractive orange-gold hue. Serve hot.

Care must be taken not to eat too many jien duy. The temptation is great after one has had one or two...One is always tempted to eat one too may, or rather, ten too much.

BOOKS ON CHINA AVAILABLE FROM LEARNING RESOURCE SERVICES
SONOMA COUNTY OFFICE OF EDUCATION

HISTORY AND GEOGRAPHY

ALL ROUND HONG KONG - Morgan J. Vittengl
ANCIENT CHINA - Cornelia Spencer
THE BOXER REBELLION - Irving Werstein
BROKEN BITS OF OLD CHINA - Marjorie Rankin Steurt
THE CHINESE CHILDREN NEXT DOOR - Pearl S. Buck
THE CHINESE HELPED BUILD AMERICA - Dorothy Dowdell
THE CHINESE IN AMERICA - Claire Jones
THE CHINESE WAY OF LIFE - Lin Yutang
FIFTY-FIVE DAYS OF TERROR - Burt Hirschfeld
GETTING TO KNOW THE TWO CHINAS - Charles R. Joy
HOW IMMIGRANTS CONTRIBUTED TO OUR CULTURE - Muriel Stanek
KAI MING: BOY OF HONG KONG - Dominique Darbois
LET'S TRAVEL IN CHINA - Darlene Geis
LET'S VISIT CHINA - John C. Caldwell
THE LONG MARCH - Robert Goldston
THE MAN WHO CHANGED CHINA: THE STORY OF SUN YAT-SEN - Pearl Buck
PASSAGE TO THE GOLDEN GATE - Daniel Chu
THE PEOPLE'S REPUBLIC OF CHINA - Jane Watson
RICE CAKES AND PAPER DRAGONS - Seymour Reit
THE YANGTZE: CHINA'S RIVER HIGHWAY - Cornelia Spencer
YOUTH ON THE MARCH - Norman Webster

STORIES

THE CHINESE DAUGHTER - Eleanor Frances Lattimore
BABY ELEPHANT GOES TO CHINA - Sesyle Joslin
THE CABLE CAR AND THE DRAGON - Herb Caen
THE DRAGON LIKED SMOKED FISH - Jerzy Laskowski
THE EMPEROR AND THE KITE - Jane Yolen
EVERYONE KNOWS WHAT A DRAGON LOOKS LIKE - Jay Williams
FISH IN THE AIR - Kurt Wiese
THE FIVE CHINESE BROTHERS - Claire H. Bishop
THE LAND OF THE TAFFETA DAWN - Natalia Belting
LITTLE PEAR AND THE RABBITS - Eleanor F. Lattimore
LITTLE SILK - Jacqueline Ayer
THE SILKSPINNERS - Jean Russell Larson
A SKY FULL OF DRAGONS - Mildred W. Wright
WU, THE GATEKEEPERS SON - Eleanor F. Lattimore

FOLKTALES

MA LIEN AND THE MAGIC BRUSH - Hisako Kimishima
THE NIGHTINGALE AND THE EMPEROR - Hans Christian Andersen
TALES OF A CHINESE GRANDMOTHER - Frances Carpenter

MISCELLANIOUS

CHINESE MOTHER GOOSE RHYMES - Robert Wyndham
FEASTS AND FROLICS - Phyllis R. Fenner
THE FIRST BOOK OF FESTIVALS - Alma Kehoe Reck
WORLD ON A STRING: THE STORY OF KITES - Jane Yolen
YOU CAN WRITE CHINESE - Kurt Wiese

BOOKS ON CHINA AVAILABLE FROM THE PUBLIC LIBRARY

Children's Books

Bishop, Clair. Five Chinese Brothers.
Buck, Pearl S. The Dragon Fish.
Buck, Pearl S. The Chinese Children Next Door, John Day Co. 1942.
The story of a Chinese family as seen by an American child.
Buella, Clyde. Johnny Hong of Chinatown. Thomas Crowden Co. 1952.
Chu, Daniel. Passage to the Golden Gate.
A history of the Chinese in America.
Flack, Marjorie. A Story about Ping.
Handforth, Thomas. Mei-Li.
Herrmans, Lee. Lau Flies the Dragon Kite.
Jacobs, A. Gertrude. Chinese American Song and Game Book.
Leong, Jen. Tommy and Dee Dee.
Smalley, Janet. Rice to Rice Pudding and Other Picture Tales of How Things Come to Be.
Wiese, Kurt. Fish in the Air.
Wiese, Kurt. You Can Write Chinese.
Yolen, Jan. The Emperor and the Kite.
Young, Evelyn. Wu and Lu and Li.

References and Periodicals

Barth, Gunther. Bitter Strength.
Caen, Theodore H. E. Minorities, the Forgotten Minority. University of Southern California Press, Los Angeles.
Douglas, Richard H. T. "The Hatchet Men", The Story of Tong Wars in San Francisco's Chinatown. Cowan-McCann, Inc., New York 1962.
Kung, Shien-Woc. Chinese in American Life: Some Aspects of Their History, Status, Problems, and Contributions. University of Washington Press 1962.
Lee, Rose Hum. The Chinese in the United States of America. Oxford University Press 1960.
Lim, P. Lee, et al. "Report of the San Francisco Chinese Citizens' Community" Citizens' Survey and Fact-Finding Committee, San Francisco. H. J. Carle and Sons, 635 Clay Street, San Francisco, CA 1969.
Sung, Betty Lee. Mountain of Gold. MacMillan Publishing Co., New York 1967.
Ting, . The Caldron. San Francisco Glide Urban Center 1970.
Wake, Rev. . "Shh! An Asian American Speaking", Glide Methodist Church, San Francisco Glide Urban Center.

Motion Pictures

Chinese, Korean, and Japanese Dance — Color Film - 28 min. 1964

Produced by the Board of Education of the City of New York in collaboration with the Asia Society of New York, Distribution BAVI, 131 Livingston Street, Brooklyn, NY.

The film presents a demonstration of traditional East Asian dance steps and patterns and five full-length dances: Sword Dance and Scarf Dance (China), Old Man's Dance and Sorceress Dance (Korea), and excerpts from a performance of the Kabuki Theater. Narrated by Mrs. Beate Gordan, the film is based on live programs which she directs for the Asia Society. Authentic music and costumes enhance the value of this outstanding introduction to Asian dance.

Treasures of Japan — Color Film - 40 min. 1972

Produced by the Foreign Ministry of Japan.
Distributor: Consulate General of Japan.

The "treasures" of Japanese masters demonstrating their artistry in music, and performances from the Kabuki, Buniaku and Noh theaters, and on the kato. The photography provides an excellent visualization of the artists. The narration is concise.

Korean Folk Dance — Color Film - 40 min. 1968

Produced by the Korean Ministry of Public Information.
Distributor: Embassy of Korea, Washington, D.C.

Modern as well as the traditional dances are presented by outstanding Korean artists. A brief narration introduces each of the seven dances which are delightfully performed to the accompaniment of members of the Korean Classical Music Institute.

Thailand — Color Film - 28 min. 1971

"Thai Traditional Music and Classical Dance."
Produced by the Fine Arts Department of the Royal Thai Government.
Distributor: Indiana University

Accompanied by the Gamelan Orchestra of the Fine Arts Department, classical dances of Thailand are beautifully performed and photographed. Included are dances of Southern and Northern Thailand, a tribal dance, two masked plays, and "The Alphabet of the Dance" which demonstrates the perfecting of basic elements of the Thai Dance.

Filmstrips

Chinese

Lee Lan and the Dragon Kite — Grades 2-4 — Color

Part I — 54 frames with 33-1/3 rpm record — 10 min.
Part II - 45 frames with 33-1/3 rpm record — 10 min.

Adapted from the book Lee Lan Flies the Dragon Kite by Ralph Herrmanns who relates the unusual life of a girl and her family living on a fishing junk. Useful with or without the record. Two filmstrips,record and project script.

Two filmstrips, record and project script — $18.00
Classroom Film Distributors, 5610 Hollywood Blvd., Hollywood, CA 90628.

Indian

India - The Tiger, The Brahman, and The Jackal. Grades K-3 — Color 1966

20 frames with 33-1/3 rpm record — 10 min.

Drawings are used to illustrate this folk tale.

Filmstrip, record and teaching guide — $ 9.00
Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, NY 11435

San Francisco Bay Area Resources on Chinese

Background information about the Bay Area's Chinatown communities are available in most public libraries of the area. Particularly useful collections at both the main branch and the Chinatown branch of the San Francisco Public Library are excellent resources.

Libraries and Museums

*** Asian American Studies Library — Hours: 9:00 - 5:00, Mon. - Fri.
142 Dwinelle Hall, University of California
Berkeley, CA 94720
(The Asian American Studies Library began in 1970. Its collection focuses on the Asian American experience.)

*** Asian Art Museum of San Francisco — Hours: 10:00 - 5:00 daily
Part of the Avery Brundage Collection
Located in the De Young Museum
Golden Gate Park, San Francisco, CA
(The facilities include a collection of Asian art objects, an education department and research library for scholars and teachers. Docent tours may be made by appointment through Nancy Jones — 415/387-5922.)

*** Center for Chinese Studies Library — Hours: 9:00 - 5:00, Mon. - Fri.
64 Barrows Hall, University of California
Berkeley, CA 94750
(The Center is a research facility with a large number of materials in both Chinese and English.)

*** East Asiatic Library — Hours: 8:00 - 5:00, Mon. - Sat.
208 Durant Hall, University of California
Berkeley, CA 94720

*** The Hoover Institution of War, Revolution and Peace
Stanford University — Hours: 8:15 - 5:15, Mon. - Sat.
Stanford, CA 94305

*** San Francisco Public Library - Chinatown Branch
1135 Powell
San Francisco, CA 94108

*** Stanford University Museum of Art — Hours: 10:00 - 5:00 Museum and Gallery
Museum Way and Lomita Drive
Stanford, CA 94305
(The Asian Art collection includes Chinese, and other Asian works of art. The docents of the Educational program, conduct group tours and are prepared to go into community classrooms with visual materials (including slides and replicas of works of art) and discuss the art of a particular culture or historic period. All arrangements, for school or adult group tours as well as classroom presentations, can be made by calling Mrs. Garner in Educational Curator's Office at the museum.)

Chinese Culture Foundation of San Francisco
Shirley Sun, Executive Director
Portsmouth Square
Kearny at Washington Street
San Francisco, CA 94108

(The goals of the Center are to develop an appreciation and understanding of traditional and contemporary Chinese and Chinese-American culture and experience. Various cultural and educational facilities include a theater for performing arts, a museum of traditional and contemporary Chinese art; a gallery display of folk arts and crafts, and a library of Chinese art, philosophy and literature.

Bookstores

There are many bookstores in the San Francisco Bay Area with books on the Chinese. They are too numerous to list here. The bookstores below specialize in these materials.

China Books and Periodicals (Free catalogue available)
2929 24th Street
San Francisco, CA 94110

Everybody's Bookstore
840 Kearny Street
San Francisco, CA 94108

Panda Lodge
72 E. San Fernando Street
San Jose, CA

Yenan Books
2506 - A Haste Street
Berkeley, CA 94704

Often these bookstores will give a discount on materials intended for classroom use.

Other more general descriptions of Chinese life of the area which include brief historical sketches are:

Adams, Ben - San Francisco: An Informal Guide , Hill and Wang, Inc. 1961, $5.95, 238 pages

Caen, Herb - Herb Caen's San Francisco, Doubleday and Company, Inc., New York, 1965, $3.50, 239 pages

Doss, Margot Patterson - San Francisco at Your Feet, Grove Press, Inc. New York, $1.95, 188 pages

Gong, William K. - The Insider's Guide to Gourmet Chinatown, VCIM Publications, San Francisco, 1970, $1.50, 61 pages

Field Trip Guide

San Francisco Chinatown

A walk through Chinatown, Grant Avenue and Stockton Street, bounded on one end by Piner Street and the other end by Broadway Avenue, contains the many shops and restaurants that make up San Francisco's Chinatown. The shops sell silk and other Chinese merchandise, as well as many foods that look and smell different from non-Chinese groceries. It is fascinating to explore the different stores, alleys and restaurants. If you are interested in taking an hour and a half guided tour of the area, then contact Ms. Gloria Walker of the Chinatown Tiger Tours, 338 Grant Avenue, San Francisco, 415/392-4999. She specializes in visiting the off-beat places. The cost is $3.00 for adults, half price for those under 12 and special rates for groups.

Tac Tao Restaurant

This restaurant contains a permanent exhibit by Arnold Genthe of thirty pre-1906 photographs. They depict the early Chinatown of long ago with men in braids and the women with bound feet and in black silk trousers. It is open from 4:30 p.m. to 1:30 a.m. for dining, and you are welcome to look at the pictures only from 4:00 to 5:00 p.m. Closed on Thursdays. 675 Jackson Street, San Francisco, 415/982-6125.

The Avery Brundage Collection of Oriental Art.

This collection includes the most representative display of Chinese bronzes in the Western world, also a magnificent jade collection and perhaps the greatest collection of Chinese ceramics in the United States. It spans more than 6,000 years of Chinese history. Open daily from 10:00 a.m. to 5:00 p.m. free. M. H. De Young Memorial Museum, Golden Gate Park, San Francisco, 415/558-6161. For tours call the Docent Council, 415/387-5922.

Gump's Department Store, 250 Post Street, San Francisco.

A large selection of Chinese artifacts and a jade collection are on display.

Additional Field Trip Locations

Oakland Chinatown

Chinese Community Center
Ninth and Harrison Streets
Oakland, CA
415/893-4138 or 452-1204 (for a Chinese speaker)

Chinese Community/Methodist Church
321 Eighth Street
Oakland, CA
415/452-1020

The Chinese Culture Center of San Francisco
750 Kearny Street
San Francisco, CA 94108
415/986-1822 (Maize Ung - School Coordinator)

Chinese Presbyterian Church
265 Eighth Street
Oakland, CA
415/452-4963 (The Rev. Frank Mas)

Lantern Restaurant
814 Webster Street
Oakland, CA
415/451-0627 (Mr. Dick Jung)

Ming Garden Restaurant
815 Webster Street
Oakland, CA
415/444-4844 (Mr. Woo)

Yuen Hop Co. (Bean Sprout and Noodles Factory)
824 Webster Street
Oakland, CA
415/451-2398 (Mrs. Quon)

Other Tours

Lowie Anthropological Museum
University of California
Berkeley, CA
415/642-3681

Mills College Chinese Collection
Mills College
Oakland, CA
415/632-2700

Oakland Museum - Jade Collection
1000 Oak Street (at Tenth St.)
Oakland, CA
415/642-3681

Evaluation of Gung Hei Fat Choy Lessons

1. Did you gain any information related to the meaning of the Chinese New Year's holiday?

Yes_____ No_____

If yes, describe briefly.

2. Did you gain any information about the historical role Chinese Americans played in America's history?

Yes_____ No_____

If yes, describe briefly.

3. Did you gain any insight as to understanding the Chinese Americans as a minority?

Yes_____ No_____

Comment:

4. Do you feel that you can transmit information gained from this material to your students with relative ease?

Yes_____ No_____

5. What changes in content would you recommend, if any?